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ABSTRACT

This geography textbook assessment is a tool and a guide for teachers and curriculum administrators who are responsible for adopting classroom geography materials. The assessment's goal is to help teachers identify the geography textbooks that are most compatible with the content goals of the geography education reform movement as stated in "The Guidelines for Geographic Education" (Joint Committee on Geographic Education 1984); "Geography Framework for the National Assessment of Educational Progress" (National Assessment Governing Board, U.S. Department of Education 1991); and "Geography for Life: National Geography Standards" (National Geography Standards Project 1994). Eleven textbooks for this project, including six high school, one middle school, and two special education textbooks, as well as two other non-traditional curriculum materials adaptable for classroom use, were evaluated and reviewed by a committee through the use of standardized evaluation criteria and a scoring rubric to achieve this objective assessment. The assessments were conducted using the student edition of each textbook. Supplemental ancillary materials, available for only some of the textbooks, were not considered. The 11 textbooks assessed were: "Geography, People and Places in a Changing World" (English); "Global Geography" (Finkelstein, Flanagan, Lunger); "World Cultures: A Global Mosaic" (Ahmad, Brodsky, Crofts, Ellis); "World Geography" (Boehm); "World Geography, A Global Perspective" (Baerwald, Fraser); "World Geography Today" (Helgren, Sager); "Geography, The World and Its People" (Boehm, Armstrong, Hunkins); "Fearon's United States Geography" (Lefkowitz); "Fearon's World Geography and Cultures" (Kelly); "Activities and Readings in the Geography of the United States (ARGUS)" (Gersmehl); and "Britannica Global Geography System (BGGS)" (Hill, Dunn, Klein). Contains 21 references. (CB)

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Geography Textbook Assessment

for Middle and High School Educators

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GENIP

Geographic Education
National Implementation Project

In 1984 a joint committee of the National Council for Geographic Education and the Association of American Geographers published the *Guidelines for Geographic Education: Elementary and Secondary Schools*. This 28 page booklet informs educational decision makers about the need to enrich geography programs in schools of the United States. The *Guidelines* provide a blueprint that will improve the teaching and learning of geography in the schools and also complement the National Geography Standards (1994). Acting upon the favorable public response to the *Guidelines*, the National Council for Geographic Education (NCGE) and the Association of American Geographers (AAG) agreed to combine their efforts to implement the recommendations of the *Guidelines* nationwide. On July 1, 1985, the American Geographical Society (AGS) and the National Geographic Society (NGS) joined with the NCGE and the AAG to form the Geographic Education National Implementation Project (GENIP) to improve the status and quality of geographic education in grades K-12. Today GENIP continues this effort. This publication is one of the GENIP activities designed to implement the Guidelines by promoting geographic education.

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Geography Textbook Assessment for Middle and High School Educators

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1996

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The National Council for Geographic Education
And
The National Geographic Society

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TABLE OF CONTENTS

Introduction 1

HIGH SCHOOL TEXTBOOKS

Geography, People and Places in a Changing World 7
West Publishing Company, English, 1995

Global Geography 9
Amsco, Finkelstein, Flanagan, and Lunger, 1994

World Cultures, A Global Mosaic 11
Prentice Hall, Ahmad, Brodsky, Crofts, and Ellis, 1996

World Geography 13
Glencoe, Boehm, 1995

World Geography, A Global Perspective 15
Prentice Hall, Baerwald and Fraser, 1995

World Geography Today 17
Holt, Rinehart and Winston, Helgren and Sager, 1995

MIDDLE SCHOOL TEXTBOOKS

Geography, The World and Its People 19
Glencoe, Boehm, Armstrong, and Hunkins, 1996

SPECIAL EDUCATION TEXTBOOKS

Fearon's United States Geography 21
Globe Fearon, Lefkowitz, 1995

Fearon's World Geography and Cultures 23
Globe Fearon, Kelly, 1994

NON-TRADITIONAL TEXTBOOKS

Activities and Readings in the Geography of the United States 25
Association of American Geographers, Gersmehl, 1994

Britannica Global Geography System 27
Encyclopedia Britannica, Hill, Dunn, and Klein, 1995

Reviewed Textbooks 29

References 30

INTRODUCTION

The *Geography Textbook Assessment for Middle and High School Educators* is a tool and a guide for teachers and curriculum administrators who are responsible for adopting classroom geography materials. To achieve an objective assessment, a committee evaluated textbooks and 2 other curriculum materials using standardized evaluation criteria and a scoring rubric. The project was made possible by a grant from the Geographic Education National Implementation Project (GENIP).

Context

"During the last decade, geographic education has received attention from professional geographers, K-12 educators, and the general public" (Bednarz and Petersen 1995, 3). This renewed attention and the results it has generated have spawned a reform movement in geographic education. This movement seeks to implement a new, higher quality geography in the schools of the United States. This new geography emphasizes spatial relationships, research-based problem solving, and critical thinking, and replaces the old geography of place location, fact-based testing, and limited skill development (Marran 1995).

Three documents, *The Guidelines for Geographic Education* (Joint Committee on Geographic Education 1984), *Geography Framework for the National Assessment of Educational Progress* (National Assessment Governing Board, U.S. Department of Education 1991), and *Geography for Life: National Geography Standards* (National Geography Standards Project 1994) best represent the content goals of the geography education reform movement. The *Geography Textbook Assessment for Middle and High School Educators* helps teachers identify the geography textbooks that are most compatible with the goals stated in the *Guidelines, Geography Framework,* and *Geography for Life.*

This introduction explains the evaluation instrument, the evaluation process, and suggests how the assessment can be used. Following the introduction are the assessments for high school, middle school, special education, and non-traditional textbooks, respectively.

Textbooks in the Classroom

Geography textbooks are worthy of analysis because they are one of the most commonly used classroom tools. Chall and Connard (1991, 88) observed 18 eleventh grade classrooms and found that all of the social studies teachers used textbooks as their primary instructional tool. Finkelstein, Nielson, and Switzer (1993, 66) collected 1,262 surveys from elementary school teachers and found that 64.2 percent of the teachers chose to use a textbook for social studies instruction, while 74.9 percent reported it a school district requirement to use a textbook. "The quality of textbooks is at the heart of the debate over educational excellence- 75 to 90 percent of class instruction is based on textbooks" (Davis, et al. 1986, 1).

Textbooks are used in the classroom because they guide teachers who rely on a single source of information to make curricular decisions. "They outline the course of study, provide the basis for in-class discussions, and are a source for homework assignments, while at the same time imparting to the students the subject matter for the topic being covered" (Fetsco 1992, 130). For these and other reasons, "textbooks have been and still are overwhelmingly the instructional method of choice by teachers" (White 1985, 220). Because of the reliance of so many teachers on textbooks, teachers must be sure that the textbooks they chose include good geography.

Textbooks Assessed

Eleven textbooks were reviewed for this project. They are: six high school textbooks, one middle school textbook, two special education textbooks, and two non-traditional curriculum materials which can be adapted for classroom use. The assessments were conducted using the student edition of each textbook. Supplemental ancillary materials, available for only some of the textbooks, were not considered.

All the high school, middle school, and special education textbooks take a regional approach to geography. This regional approach concentrates on unique geographic phenomena that occur in regions and, only to a lesser extent, focuses on the systems and processes that create these unique geographic phenomena. The regions are typically defined by political, economic, physical, or cultural boundaries. "The specific focus is on how various features interact in a place to make that place what it is" (Gersmehl 1995, 2-1).

The non-traditional textbooks take a more systematic, project-driven approach to geography and are appropriate for both high school and middle school students. The systematic approach concentrates on the systems and processes that create unique geographic phenomena and, only to a lesser extent, concentrates on the unique geographic phenomena that occur in specific regions. Systematic geography is the study of spatial patterns at a broad scale (Gersmehl 1995, 2-2).

The Evaluation Criteria

The evaluation criteria were identified by synthesizing the following resources: *The Guidelines for Geographic Education* (Joint Committee on Geographic Education 1984), *Geography for Life: National Geography Standards* (National Geography Standards Project 1994), the National Council for Geographic Education's *Geography Textbook Evaluation Form* (National Council for Geographic Education 1992), and the *Commonwealth of Virginia Criteria for the Evaluation of Basal Instructional Materials* (Virginia Department of Education 1991). The *Guidelines*, *Geography for Life*, and *Geography Textbook Evaluation Form* were used because of their wide acceptance among geographic educators. The Virginia instrument was used as an example of a typical state textbook assessment and process.

From these resources, a list of possible evaluation criteria were compiled. The list of possible criteria was reviewed by the textbook evaluation committee, faculty at Texas A & M University, and a member of GENIP. This review process yielded a consensus of the 22 most essential criteria for evaluating geography textbooks. These 22 criteria were subdivided into three main categories: 1) format, 2) content, and 3) perspective.

Format Criteria

The criteria used to evaluate textbook format focus on the aspects of organization which determine how accessible or intelligible a textbook's content is to students. Textbook format is important because a textbook's information must be organized and easily accessible by both teachers

Table 1 Format Criteria

1	Objectives are located at the beginning of each chapter and focus on the chapter's main ideas. These objectives are high in quality, clearly stated, and easily identified by the student.
2	Summaries are located at the end of each chapter and reinforce the chapter's objectives.
3	Review questions are located at the end of each chapter. These questions are high in quality, clearly stated, and include both lower-level and higher-level learning expectations.
4	Chapter objectives, summaries, and review questions accommodate a wide range of student abilities.
5	A table of contents and index are present and understandable. They serve as a resource and a guide to finding topical information in the textbook.
6	Glossaries are complete, up-to-date, and clearly written.
7	Illustrations and maps are clear, to the point, and well captioned. They are used frequently, integrated throughout the textbook, and located near the text to which they correspond.

and students. A well-organized textbook helps students create expectations and draw relationships from the information presented (Beck and McKeown 1991, 497). The importance of these criteria is reinforced by the inclusion of similar criteria on the National Council for Geographic Education's *Geography Textbook Evaluation Form* and the *Commonwealth of Virginia Criteria for the Evaluation of Basal Instructional Materials*. The format criteria are listed in detail in Table 1.

Content Criteria

The criteria used to evaluate textbook content focus on whether key geography concepts are included in the textbooks. The first six content criteria correspond to the six essential elements of *Geography for Life: 1994*. The six essential elements are used because they summarize the key content components in *Geography for Life* and, thus, serve as a benchmark for content in geography curriculum materials. *Geography for Life* presents what geography students should know and be able to do in an internationally competitive environment (Hill 1995, 37).

Criterion 14, "the five skills," and criterion 15, "the use of maps," are the other two content criteria. The five skills are part of *Geography for Life*. They were adopted from the *Guidelines* and stress that students be given the opportunity to use a process of geographic inquiry. Criterion 15, "the use of maps," is a more specific criterion based on *Geography for Life* essential element 1, "the world in spatial terms." It reinforces the notion that maps be used to present geographic information. The use of maps is included as a separate criterion because of the importance of maps and spatial reasoning to geography. The content criteria are listed in detail in Table 2.

Table 2 Content Criteria

8	Essential Element 1, "The World In Spatial Terms" The textbook emphasizes spatial relationships found among geographic phenomena on Earth.
9	Essential Element 2, "Places and Regions" " Places and regions are portrayed as dynamic components based on human constructs that change over time.
10	Essential Element 3, "Physical Systems" The textbook develops the understanding that physical processes create, maintain, and modify Earth.
11	Essential Element 4, "Human Systems" The distribution, migration, settlement patterns, and economic interdependence among different cultures on Earth's surface are analyzed.
12	Essential Element 5, "Environment and Society" The textbook explains human-environment interaction. Students learn that humans have a direct impact on the physical environment and the physical environment affects humans as well.
13	Essential Element 6, "The Uses of Geography" The textbook demonstrates how knowledge of geography is relevant to life after graduation because geography enables students to understand relationships among people, places, and environments of the past, present, and future.
14	The textbook implements the five skills of geography: asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions.
15	Maps are used for more than place location. For example, thematic maps are used frequently to help explain geographic information in a spatial perspective when text alone is inadequate.

Perspective Criteria

The criteria used to evaluate a textbook's perspectives focus on whether the textbook is culturally varied and relevant. "More than ever before, there is a growing realization that the estab-

lished scholarship has tended to define America too narrowly" (Takiki 1993, 6). A culturally varied perspective is one that defines societies like the United States as being pluralistic. "To teach effectively in pluralistic classrooms, which characterize most schools in the United States, teachers must recognize the validity of the cultures present" (Bennett 1990, 77). By recognizing the validity of all cultures in our society, educators teach the ideals of acceptance, democracy, and citizenship by fostering an atmosphere of inclusion. "A pluralistic democratic society functions best when its diverse groups believe they are an integral part of its institutions and social structure" (Banks 1991, 460). If diverse groups are stereotyped or ignored in the curriculum, student members of these diverse groups may feel segregated or inferior in society. For these reasons, criteria 16, 17, 20, and 21 measure the balanced coverage of different cultures and world regions.

Criterion 18, "gender issues," assesses the inclusion, presentation, and representation of men and women. Gender is important because race and gender are closely interrelated in the effects of students' classroom experiences (Wyner and Farquhar 1991, 110). Gender issues are significant when women are stereotyped as being socially, politically, and economically inferior (Bondi 1994, 52). If women are stereotyped or ignored in the curriculum, female students may feel segregated or inferior in society.

Criterion 19, "environmental issues," and criterion 22, "real world situations," are the other perspective criteria. Criterion 19, "environmental issues," is included because environmental issues are complex and require as unbiased presentation as possible. "The geographically informed person must understand the reasons for and consequences of human modifications of the environment" (National Geography Standards Project 1994, 92). Students should be given the opportunity to evaluate all sides of an issue before they make judgments or draw conclusions about the environment.

Criterion 22, "real world situations," assesses the relevance of the material to students' lives. When geography is made real to students, they can see the importance of what they are learning, and how this knowledge fits into a larger context. "Geographic understanding must be set into life contexts: school, family, society, and occupation" (National Geography Standards Project 1994, 26). The perspective criteria are listed in detail in Table 3.

Table 3 Perspective Criteria

16	The textbook avoids stereotypes by developing a culturally varied perspective. For example, the people of the United States are treated as a heterogeneous group of differing cultures and values.
17	The textbook is balanced in its coverage of cultural characteristics. For example, the text does not ignore Buddhism while it covers Islam in depth.
18	Gender issues are treated fairly and perspectives from both sexes are equally represented in the textbook. These issues include the role of women in family structures and society.
19	Environmental issues are approached from a pro/con or cost/benefit perspective as opposed to a simple narrative from a particular point of view.
20	The textbook is balanced in coverage of different regions of the world. For example, the text covers all regions equally as opposed to concentrating three chapters on North America, two chapters on Europe, and three chapters on the rest of the world.
21	The study of a region includes a wide variety of places and people. By doing this, students have the opportunity to develop a sense of place grounded in the common characteristics of an area. For example, pictures of both commoners and the cultural elite are included in the textbook.
22	The textbook shows how geography relates to students' lives by highlighting real world situations.

Summary of the Evaluation Criteria

In summary, the 22 evaluation criteria discussed here provide a broad-based framework to evaluate textbooks. These criteria reflect format, content, and perspectives contained in *Geography for Life, Guidelines,* and other sources. These documents represent a consensus among geographic educators about what constitutes good geography.

The Evaluation Process

A committee was formed to evaluate the textbooks using the criteria described in the previous section. The committee was composed of a middle school geography teacher, Sarah McCormick, a geography graduate student, Curtis M. Martin, and a high-school geography teacher, Bill Sands. The committee members were selected based on their professional interests and qualifications and their proximity to the project coordinator.

A rubric was used to evaluate the textbooks. A rubric is a fixed scale associated with set characteristics that allow assessment of individual criteria. It standardizes the evaluation process, and provides a numeric representation of the textbook's ability to accomplish each criteria (Marzano, Pickering, and McTighe 1993). The rubric, based on a four point scale, with four being the highest value, was used because it forced the evaluators to rank each criterion above or below the mean. The evaluation rubric appears in Table 4.

Table 4 The Evaluation Rubric

4	The textbook completely accomplishes the criteria by reflecting a thorough mastery of the issues and providing clear insights relating to the criteria.
3	The textbook achieves the criteria by reflecting an accurate understanding of the issues and providing useful information related to the criteria.
2	The textbook does not completely achieve the criteria, but displays a partial understanding of the issues relating to the criteria.
1	The textbook does not fulfill or address the issues relating to the criteria.

The evaluation committee met to discuss and reach a consensus regarding the definition of each criterion. The textbooks were distributed and then exchanged among the committee members over an eight-week period. This gave each member a chance to evaluate each textbook using the agreed-upon evaluation criteria and scoring rubric.

After all the reviews were completed, the evaluation committee met to discuss any major differences among the individual evaluations. Reviewers were provided with the opportunity to compare and reconsider their evaluations.

How to Use the Assessments

Selecting a textbook depends greatly on local needs. Relying solely on the recommendations of the *Geography Textbook Assessment for Middle and High School Educators* could lead to a mismatch between local objectives and outcomes. For this reason, the assessment does not aim to replace a search by a school district. Rather, the assessment can serve in the following three ways:

- as a guide to the geography resources that are available for middle school and high school geography classrooms,
- as an elimination tool which narrows a search for the textbooks that best meet a school district's pre-selected needs,

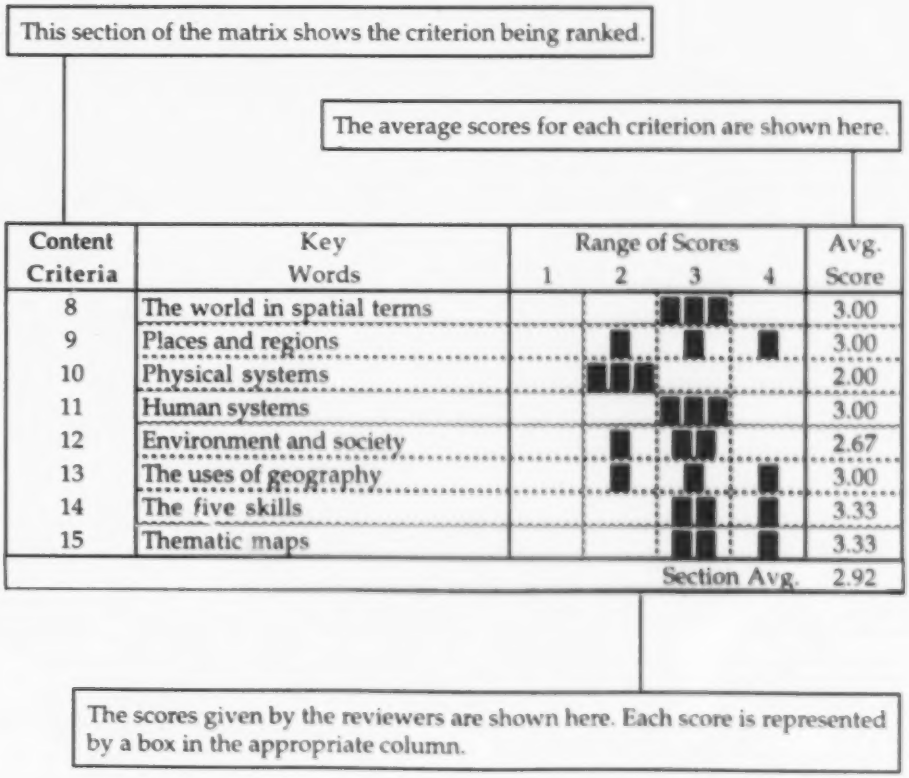
- and as an evaluation method that can be freely adapted or adopted in a search for a textbook.

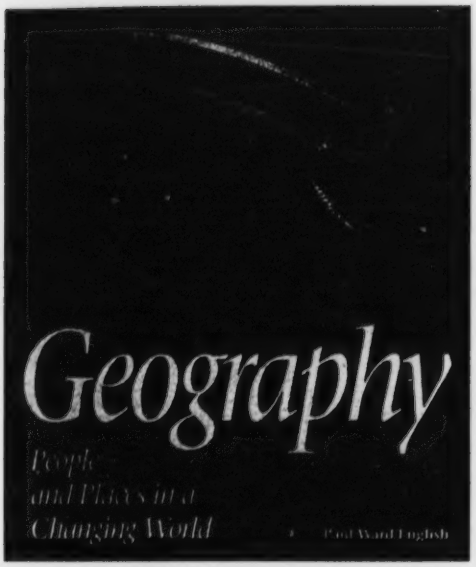
The recommended uses of the assessment are complemented by the format of the individual reviews. Textbook reviews consist of:

- an image of the textbook,
- a synopsis of the textbook's content,
- and an evaluation matrix with graph of the textbook's average scores in each of the three criteria areas (i.e. format, content, and perspective).

The evaluation matrix shows both the range and the average score for each evaluation criterion. A sample evaluation matrix is shown in Figure 1. Attention should be paid to both the average and the range of scores for criteria. Closely clustered scores indicate consensus among the evaluators.

Figure 1. Sample Evaluation Matrix


This section of the matrix shows the criterion being ranked.
The average scores for each criterion are shown here.
Content Criteria
Key Words
Range of Scores
1
2
3
4
Avg. Score
8 The world in spatial terms 3.00
9 Places and regions 3.00
10 Physical systems 2.00
11 Human systems 3.00
12 Environment and society 2.67
13 The uses of geography 3.00
14 The five skills 3.33
15 Thematic maps 3.33
Section Avg. 2.92
The scores given by the reviewers are shown here. Each score is represented by a box in the appropriate column.



Geography, People and Places in a Changing World

✧

Category: High School
West Publishing Company
1-800-328-2209
Paul Ward English
$44.96 per copy

Synopsis

The textbook takes a world regional approach to geography. The first unit is 78 pages in length and introduces geography with three chapters, "Learning the Geography of Our Planet," "Earth Environments," and "People Change the World." The next 11 units (615 pages) study different world regions.

Unit	Title
1	World Geography
2	Western Europe
3	The Commonwealth of Independent States and Eastern Europe
4	The United States and Canada
5	Japan and the Two Koreas
6	The Pacific World

Unit	Title
7	Latin America
8	Africa South of the Sahara
9	The Middle East and North Africa
10	China
11	South Asia
12	Southeast Asia

Each regional unit is divided into two or three chapters and includes a mini-atlas and a case study. The first chapter in each unit is an overview of the physical and human characteristics of the region. The second chapter in each unit discusses the contemporary geography of the region. Units 3, 4, and 7 include a third chapter that highlights a particular sub-region of the larger region being studied.

Observations

The topics in the textbook are organized in a chronological order. This helps students understand historical geography as they look at changes in a region over time. The integration of a historical perspective throughout the textbook is evident in the average score of 4 given by the committee on criterion 13, "the uses of geography." Additionally, 12 "Close-up" case studies are provided.

The textbook's format is not consistent from chapter to chapter. This will not be a problem for above-average learners who are motivated to master the material but might confuse less motivated learners.

Evaluation Matrix

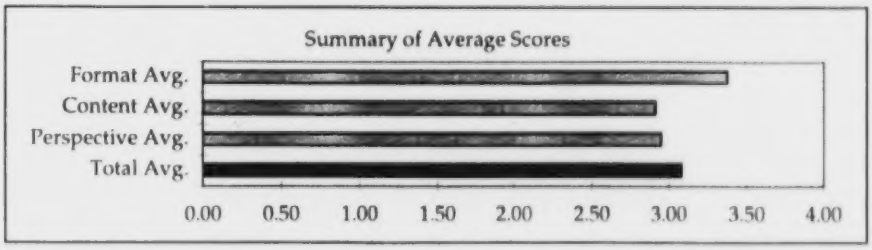
Geography, People and Places in a Changing World

West Publishing Company

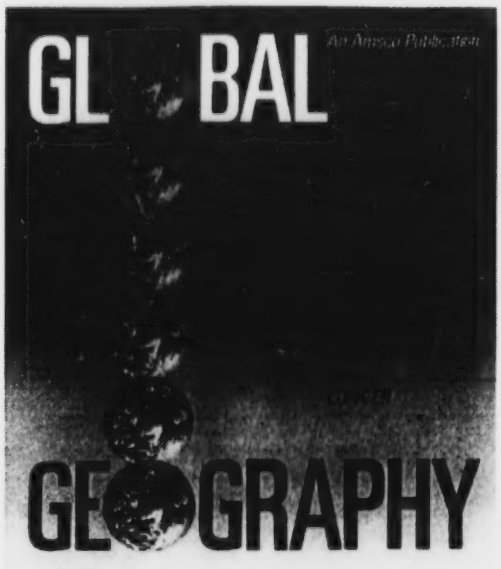
Format Criteria *	Key Words	Each Box Represents One Reviewer's Score 1	2	3	4	Avg. Score
1	Chapter objectives			■■	■	3.33
2	Chapter summaries			■	■■	3.67
3	Reviews are high level		■	■	■	3.00
4	Student ability		■	■	■	3.00
5	Table of contents and index			■	■■	3.67
6	Glossaries				■■■	4.00
7	Illustrations and maps			■■■		3.00
					Section Avg.	3.38

Content Criteria *	Key Words	Range of Scores 1	2	3	4	Avg. Score
8	The world in spatial terms		■	■■		2.67
9	Places and regions		■■	■		2.33
10	Physical systems		■	■■		2.67
11	Human systems			■■■		3.00
12	Environment and society			■■■		3.00
13	The uses of geography				■■■	4.00
14	The five skills		■■	■		2.33
15	Thematic maps			■■	■	3.33
					Section Avg.	2.92

Perspective Criteria *	Key Words	Range of Scores 1	2	3	4	Avg. Score
16	Culturally varied perspective		■■	■		2.33
17	Cultural balance		■■		■	2.67
18	Gender issues		■■	■		2.33
19	Environmental issues		■	■■		2.67
20	Regional balance			■	■■	3.67
21	Class structure balance			■	■■	3.67
22	Real world situations			■■	■	3.33
					Section Avg.	2.95



* The evaluation criteria are listed in detail in Tables 1, 2, and 3 on pages 2, 3, and 4.



Global Geography

✧

Category: High School
Amsco School Publications, Inc.
1-212-675-7000
Milton Finkelstein, James Flanagan,
Norman L. Lunger
$20.50 per copy

Synopsis

The textbook takes a world regional approach to geography. Unit 1 is 57 pages in length and introduces geography with the following five chapters: "The Earth in the Universe," "The Shape of the Earth," "Resources of the Earth," "Climates of the Earth," and "Ways of Living on Earth." The next 10 units (592 pages) concentrate on different world regions.

Unit	Title
1	Our Planet Earth
2	East Asia
3	Southeast Asia
4	The Indian Subcontinent
5	The Commonwealth of Independent States and Eastern Europe
6	The Middle East and North Africa

Unit	Title
7	Sub-Saharan Africa
8	Western Europe
9	Latin America and the Caribbean
10	The United States and Canada
11	The Pacific
12	Facing the Future

The concluding unit is 19 pages long and consists of two chapters, "The Ecology of the Future," and "Problems and Hope in the Years Ahead." These chapters focus on future problems and issues that face society.

Observations

The textbook presents a balanced description of the different regions of the world. "Stop and Think" and "Putting it Together" questions located throughout the text provide some higher-level learning experiences for students. Even with these sections, the average score for criterion 3, "reviews are high level," is only 1.33. This relatively low score was awarded because the end-of-chapter reviews contain only true-and-false and multiple-choice questions.

In addition, the textbook creates an intimidating and generally impersonal impression because no color is used and the type is compact. Few maps are featured in the textbook. The existing maps are visually unappealing and are used only to show location. Finally, no skills or activities are connected with these maps.

Evaluation Matrix

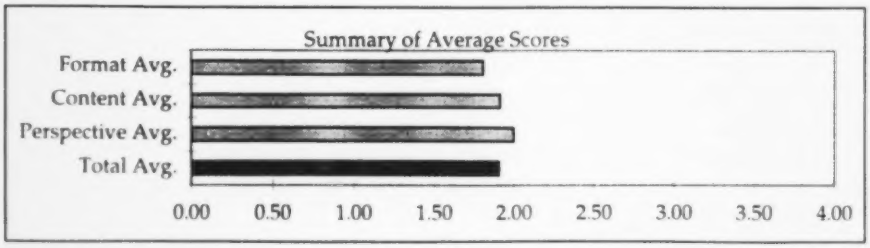
Global Geography

Amsco School Publications

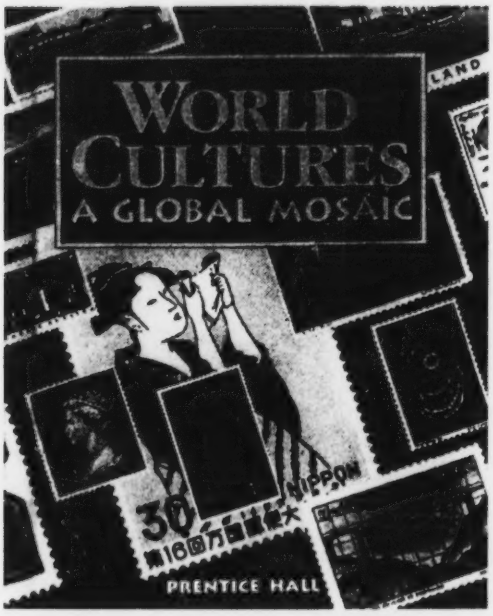
Format Criteria *	Key Words	Each Box Represents One Reviewer's Score 1	2	3	4	Avg. Score
1	Chapter objectives		■■	■		2.33
2	Chapter summaries	■■■				1.00
3	Reviews are high level	■■	■			1.33
4	Student ability	■	■■			1.67
5	Table of contents and index		■■	■		2.33
6	Glossaries		■	■■		2.67
7	Illustrations and maps	■■	■			1.33
				Section Avg.		1.81

Content Criteria *	Key Words	Range of Scores 1	2	3	4	Avg.
8	The world in spatial terms	■■	■			1.33
9	Places and regions		■■■			2.00
10	Physical systems		■■■			2.00
11	Human systems		■	■■		2.67
12	Environment and society		■	■■		2.67
13	The uses of geography		■■	■		2.33
14	The five skills	■■	■			1.33
15	Thematic maps	■■■				1.00
				Section Avg.		1.92

Perspective Criteria *	Key Words	Range of Scores 1	2	3	4	Avg.
16	Culturally varied perspective		■■	■		2.33
17	Cultural balance	■	■■			1.67
18	Gender issues	■■■				1.00
19	Environmental issues	■	■■			1.67
20	Regional balance			■■	■	3.33
21	Class structure balance		■■■			2.00
22	Real world situations		■■■			2.00
				Section Avg.		2.00



* The evaluation criteria are listed in detail in Tables 1, 2, and 3 on pages 2, 3, and 4.



World Cultures
A Global Mosaic

✧

Category: High School
Prentice Hall
1-800-848-9500
Iftikhar Ahmad, Herbert Brodsky
Marylee Susan Crofts, and
Elisabeth Gaynor Ellis
$42.97 per copy

Synopsis

The textbook takes a world regional approach to geography and emphasizes cultural studies. Unit 1 is 54 pages in length and provides an overview of world trends and global environmental conditions. The other seven units (718 pages) concentrate on the cultural characteristics of different world regions.

Unit	Title
1	Introduction
2	Africa
3	South Asia
4	Southeast Asia

Unit	Title
5	East Asia
6	Latin America and Canada
7	The Middle East
8	Europe and the Former Soviet Union

Each unit contains sections on the geography and history of the featured region, its cultural heritage, and the region in the world today. Integrated throughout the chapters are interdisciplinary features labeled "Geographic Connection," "Science and Technology," "Builders and Shapers," "Tradition and Change," "World Literature," and "Global Connections."

Observations

Each chapter emphasizes human geography by identifying the various cultural characteristics that influence a society. This cultural diversity is effectively illustrated with pictures, graphs, charts, and data. The careful illustration of data helps create a balanced textbook. In addition, interdisciplinary links to history and English literature are featured.

The major drawback of this text is that physical geography is ignored because the textbook is specifically written for a global studies course that is required in the state of New York. The text also lacks a unit on the United States.

Evaluation Matrix

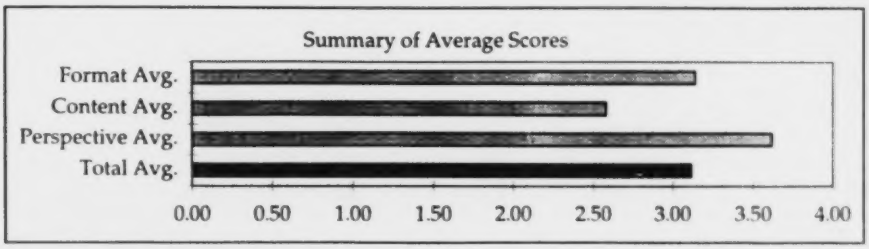
World Cultures, A Global Mosaic

Prentice Hall

Format Criteria *	Key Words	Each Box Represents One Reviewer's Score 1	2	3	4	Avg. Score
1	Chapter objectives	■			■■	3.00
2	Chapter summaries		■■■			2.00
3	Reviews are high level		■■	■		2.33
4	Student ability			■■■		3.00
5	Table of contents and index			■	■■	3.67
6	Glossaries				■■■	4.00
7	Illustrations and maps				■■■	4.00
				Section Avg.		3.14

Content Criteria *	Key Words	Range of Scores 1	2	3	4	Avg.
8	The world in spatial terms		■■	■		2.33
9	Places and regions		■■	■		2.33
10	Physical systems	■■	■			1.33
11	Human systems			■	■■	3.67
12	Environment and society		■	■■		2.67
13	The uses of geography		■	■	■	3.00
14	The five skills		■	■	■	3.00
15	Thematic maps		■■	■		2.33
				Section Avg.		2.58

Perspective Criteria *	Key Words	Range of Scores 1	2	3	4	Avg.
16	Culturally varied perspective			■	■■	3.67
17	Cultural balance				■■■	4.00
18	Gender issues			■	■■	3.67
19	Environmental issues		■	■■		2.67
20	Regional balance				■■■	4.00
21	Class structure balance				■■■	4.00
22	Real world situations			■■	■	3.33
				Section Avg.		3.62



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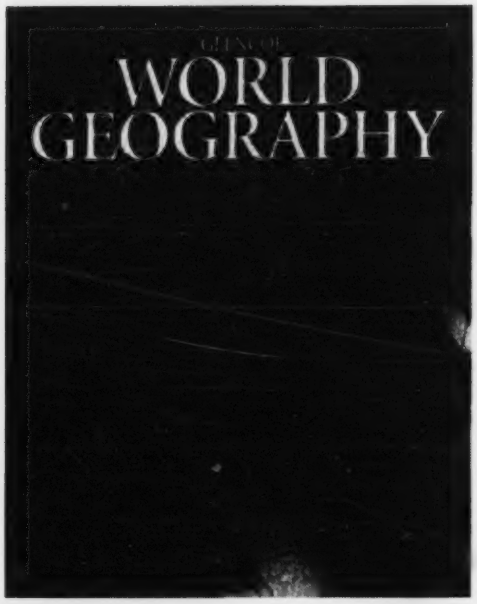


World Geography

✧

Category: High School
Glencoe
1-800-334-7344
Richard G. Boehm
$ 44.96 per copy

Synopsis

This world regional geography textbook is balanced in its coverage of both physical and cultural topics. Unit 1 is 83 pages in length and serves as an introduction to geography through four chapters: "How Geographers Look at the World," "Looking at the Earth," "Climates of the Earth," and "Environments, Peoples, and Cultures of the Earth." The next 10 units (620 pages) focus on different world regions.

Unit	Title
1	Looking at the World
2	The United States and Canada
3	Latin America
4	Europe
5	Russia and the Eurasian Republics
6	North Africa and Southwest Asia

Unit	Title
7	Africa South of the Sahara
8	South Asia
9	East Asia
10	Southeast Asia
11	Australia, Oceania, and Antarctica

Within each regional unit are three chapters that describe the physical geography of the region, the cultural geography of the region, and the region today. Special feature sections labeled "Skills," "Case Studies," "Linking World Cultures," "Geography and History," and "Geography Connections" add varying perspectives to the text material. A 28-page atlas is included in the textbook.

Observations

Every unit follows the same topical sequence. First, the physical geography of the region is introduced. Then, the cultural geography of the region is described, followed by a review of conditions in the region today. This sequence gives continuity and flow to the material.

The textbook makes good use of color and graphics. The appealing maps, illustrations, and pictures lend insight into geographic issues. Thematic maps are used often and explained well throughout the text.

Evaluation Matrix

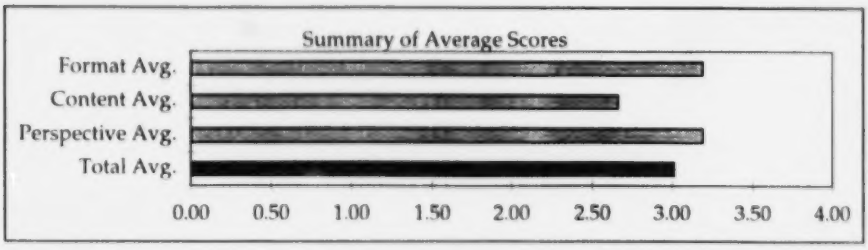
World Geography

Glencoe

Format Criteria *	Key Words	Each Box Represents One Reviewer's Score 1	2	3	4	Avg. Score
1	Chapter objectives	■		■■		2.33
2	Chapter summaries		■	■	■	3.00
3	Reviews are high level		■	■■		2.67
4	Student ability		■	■	■	3.00
5	Table of contents and index				■■■	4.00
6	Glossaries				■■■	4.00
7	Illustrations and maps			■■	■	3.33
					Section Avg.	3.19

Content Criteria *	Key Words	Range of Scores 1	2	3	4	Avg.
8	The world in spatial terms		■■■			2.00
9	Places and regions		■■■			2.00
10	Physical systems			■■	■	3.33
11	Human systems		■■	■		2.33
12	Environment and society		■	■■		2.67
13	The uses of geography		■	■■		2.67
14	The five skills		■■	■		2.33
15	Thematic maps				■■■	4.00
				Section Avg.		2.67

Perspective Criteria *	Key Words	Range of Scores 1	2	3	4	Avg.
16	Culturally varied perspective			■■	■	3.33
17	Cultural balance			■■	■	3.33
18	Gender issues		■■■			2.00
19	Environmental issues		■■	■		2.33
20	Regional balance				■■■	4.00
21	Class structure balance				■■■	4.00
22	Real world situations			■■	■	3.33
					Section Avg.	3.19



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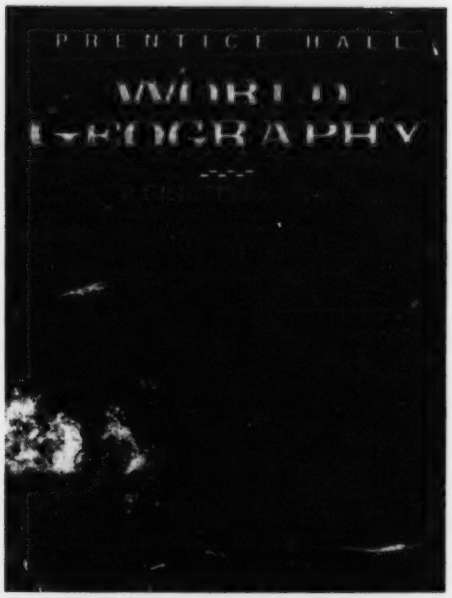


World Geography,
A Global Perspective

✧

Category: High School
Prentice Hall
1-800-848-9500
Thomas J. Baerwald and
Celeste Fraser
$42.97 per copy

Synopsis

The textbook takes a world regional approach to geography. Unit 1 is 79 pages in length and serves as an introduction to physical and human geography by focusing on four chapters: "The Study of Geography," "Land, Climate, and Vegetation," "Population and Culture," and "Resources and Land Use." The next 11 units (670 pages) study different world regions.

Unit	Title
1	Physical and Human Geography
2	The United States and Canada
3	Latin America
4	Western Europe
5	Eastern Europe
6	Northern Eurasia

Unit	Title
7	The Middle East and North Africa
8	Africa South of the Sahara
9	South Asia
10	East Asia
11	The Pacific World and Antarctica

Each unit is divided into chapters that focus on countries found within the region. The textbook also contains special features including a "Regional Atlas," "Case Studies," and "Skills Check."

Observations

Every chapter follows the same regional approach. This continuity creates an extremely readable and balanced text as indicated by an average score of 3.67 on criteria 20, "regional balance."

The text is traditional in that it provides a rich, detailed description of a wide variety of places. It features topics usually covered in a World Geography course. The format of the book is also traditional. Some students may perceive it as old-fashioned and uninviting. The textbook includes "Case Studies," "Skills Check," and "Global Issues" sections that concentrate on thought-provoking issues.

Evaluation Matrix

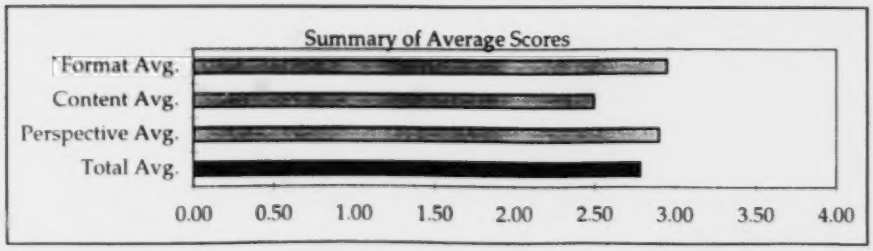
World Geography, A Global Perspective

Prentice Hall

Format Criteria *	Key Words	Each Box Represents One Reviewer's Score 1	2	3	4	Avg. Score
1	Chapter objectives	■	■	■		2.00
2	Chapter summaries		■■	■		2.33
3	Reviews are high level		■■	■		2.33
4	Student ability		■■	■		2.33
5	Table of contents and index				■■■	4.00
6	Glossaries				■■■	4.00
7	Illustrations and maps		■	■■		3.67
					Section Avg.	2.95

Content Criteria *	Key Words	Range of Scores 1	2	3	4	Avg.
8	The world in spatial terms		■■■			2.00
9	Places and regions			■■■		3.00
10	Physical systems		■■	■		2.33
11	Human systems		■	■■		2.67
12	Environment and society		■	■■		2.67
13	The uses of geography		■■■			2.00
14	The five skills		■■■			2.00
15	Thematic maps			■■	■	3.33
					Section Avg.	2.50

Perspective Criteria *	Key Words	Range of Scores 1	2	3	4	Avg.
16	Culturally varied perspective		■■	■		2.33
17	Cultural balance			■	■■	3.67
18	Gender issues		■■■			2.00
19	Environmental issues		■■	■		2.33
20	Regional balance			■	■■	3.67
21	Class structure balance			■■	■	3.33
22	Real world situations		■	■	■	3.00
					Section Avg.	2.90



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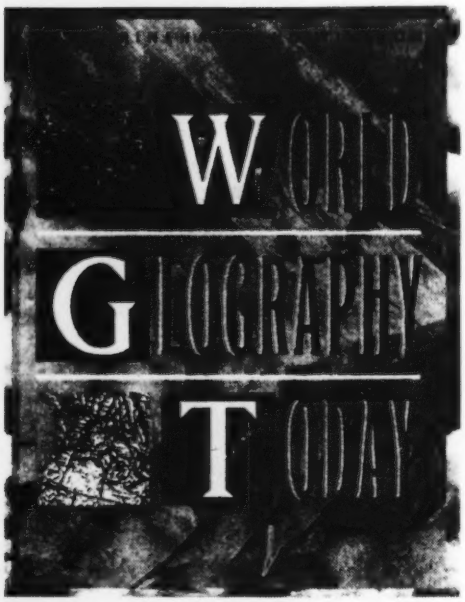


World Geography Today

✧

Category: High School
Holt, Rinehart, and Winston
1-800-782-4479
David M. Helgren and
Robert J. Sager
$43.95 per copy

Synopsis

The textbook takes a world regional approach to geography. Unit 1 is 63 pages in length and introduces geography with six chapters: "The Geographer's World," "The Earth in Space," "The Earth's Atmosphere and Climates," "The Water Planet," "Global Landforms," and "Patterns of Life." The following nine units (533 pages) concentrate on different world regions.

Unit	Title
1	Geography, A View of Our World
2	The United States and Canada
3	Middle and South America
4	Europe
5	Russia and Northern Eurasia

Unit	Title
6	Southwest Asia
7	Africa
8	East and Southeast Asia
9	South Asia
10	The Pacific World and Antarctica

Each unit is divided into chapters that explore the different countries in a world region. A 22-page atlas and a 17-page skills handbook are included in the textbook.

Observations

The maps in the text are excellent. Both criteria 11, "illustrations and maps," and criteria 15, "thematic maps," scored all 4's. In each unit, a "Mapping the Region" section includes a physical-political, population, climate, and economic map. Furthermore, each picture in the text is accompanied by a map that shows its location, and many maps compare the relative size of a region to the continental United States.

The chapter reviews include a "Thinking Critically" section but concentrate mainly on knowledge and comprehension level questions. To increase the quantity of higher-level questions, "Analyzing Points of View" sections are located throughout the text. These sections are excellent at showing geographic principles from multiple perspectives. One of the strengths of this book is that it organizes the materials about each region using systematic topics such as "Economic Geography" and "Historical Geography."

Evaluation Matrix

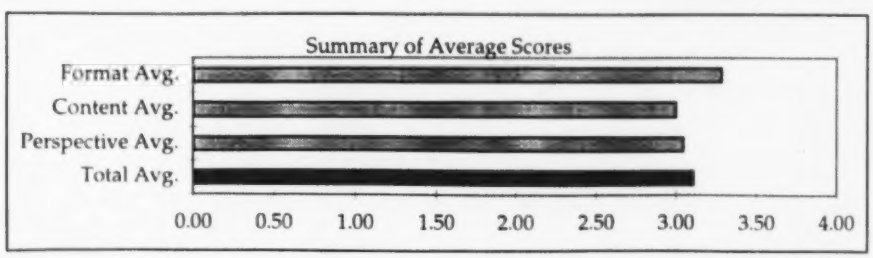
World Geography Today

Holt, Rinehart, and Winston

Format Criteria *	Key Words	Each Box Represents One Reviewer's Score 1	2	3	4	Avg. Score
1	Chapter objectives		■	■	■	3.00
2	Chapter summaries		■		■■	3.33
3	Reviews are high level		■■	■		2.33
4	Student ability		■	■■		2.67
5	Table of contents and index			■	■■	3.67
6	Glossaries				■■■	4.00
7	Illustrations and maps				■■■	4.00
					Section Avg.	3.29

Content Criteria *	Key Words	Range of Scores 1	2	3	4	Avg.
8	The world in spatial terms		■	■■		2.67
9	Places and regions		■	■■		2.67
10	Physical systems		■	■	■	3.00
11	Human systems			■■■		3.00
12	Environment and society			■■	■	3.33
13	The uses of geography		■	■	■	3.00
14	The five skills		■■	■		2.33
15	Thematic maps				■■■	4.00
					Section Avg.	3.00

Perspective Criteria *	Key Words	Range of Scores 1	2	3	4	Avg.
16	Culturally varied perspective			■	■■	3.67
17	Cultural balance			■■■		3.00
18	Gender issues	■	■■			1.67
19	Environmental issues		■	■	■	3.00
20	Regional balance			■	■■	3.67
21	Class structure balance			■	■■	3.67
22	Real world situations		■	■■		2.67
					Section Avg.	3.05



* The evaluation criteria are listed in detail in Tables 1, 2, and 3 on pages 2, 3, and 4.

Geography, The World and Its People

✧

Category: Middle School
Glencoe
1-800-334-7344
Richard G. Boehm,
David G. Armstrong
Francis P. Hunkins
$39.99 per copy

Synopsis

The textbook takes a world regional approach to geography. Unit 1 is 47 pages in length and introduces world geography with three chapters, "Looking at the Earth," "Water, Climate, and Vegetation," and "The World's People." The next eight units (651 pages) concentrate on different world regions.

Unit	Title
1	Geography of the World
2	The United States and Canada
3	Latin America
4	Europe
5	Russia and the Independent Republics

Unit	Title
6	Southwest Asia and North Africa
7	Africa south of the Sahara
8	Asia
9	Australia, Oceania, and Antarctica

Each unit is divided into chapters which focus on sub-regions of the larger regions being studied. Special features include "Building Geography Skills," "Making Connections," "Teen Scene," "What in the World," "Geo Lab," and "Cultural Heritage" sections that add varying perspectives to the world regional approach.

Observations

The format of the textbook is colorful and interesting, which will likely make it appealing to middle school students. The page layout facilitates easy reading by using a full page for large text rather than two columns of small text. Various special sections add helpful material and case studies, and additional data is found in the unit atlases.

The textbook received a score of 2.38 for the content criteria because many geographic concepts were not fully developed within the text. Supplemental materials and well-planned instruction might be able to overcome this limitation. The textbook does provide an introduction to geography for a younger audience of middle school students, and it is the only textbook specifically developed for the study of geography at the middle school level.

Evaluation Matrix

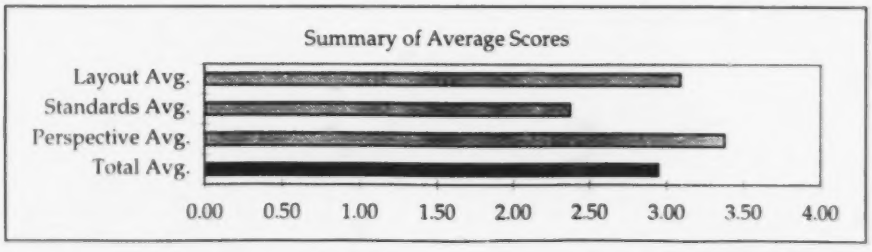
Geography, The World and Its People

Glencoe

Format Criteria *	Key Words	Each Box Represents One Reviewer's Score 1	2	3	4	Avg. Score
1	Chapter objectives	■		■■		2.33
2	Chapter summaries		■		■■	3.33
3	Reviews are high level		■■	■		2.33
4	Student ability		■■	■		2.33
5	Table of contents and index				■■■	4.00
6	Glossaries				■■■	4.00
7	Illustrations and maps			■■	■	3.33
				Section Avg.		3.10

Content Criteria *	Key Words	Range of Scores 1	2	3	4	Avg.
8	The world in spatial terms		■■■			2.00
9	Places and regions		■■	■		2.33
10	Physical systems		■■	■		2.33
11	Human systems		■■	■		2.33
12	Environment and society		■■	■		2.33
13	The uses of geography		■■	■		2.33
14	The five skills	■	■	■		2.00
15	Thematic maps			■■	■	3.33
				Section Avg.		2.38

Perspective Criteria *	Key Words	Range of Scores 1	2	3	4	Avg.
16	Culturally varied perspective				■■■	4.00
17	Cultural balance				■■■	4.00
18	Gender issues		■■■			2.00
19	Environmental issues		■	■■		2.67
20	Regional balance				■■■	4.00
21	Class structure balance			■	■■	3.67
22	Real world situations			■■	■	3.33
				Section Avg.		3.38



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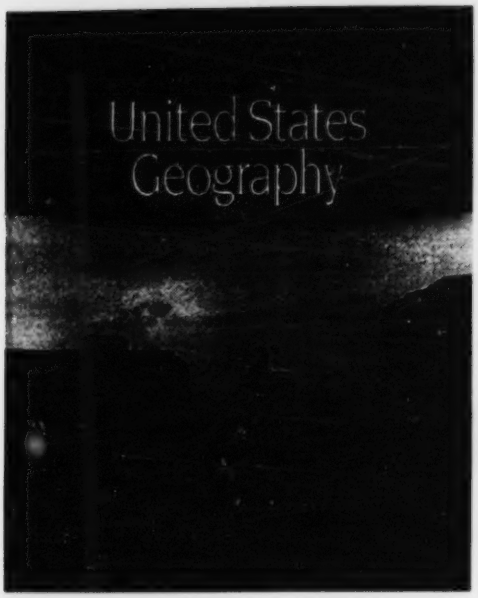


Fearon's
United States Geography

✧

Category: Special Education
Globe Fearon
1-800-848-9500
William Lefkowitz
$29.95 per copy

Synopsis

This textbook is part of Globe Fearon's Pacemaker Curriculum intended for less able students who have been placed in special education programs. The textbook approaches United States geography from both a systematic and a regional perspective. The three units in the textbook are organized around a topical framework.

Unit	Title
1	Land and Water
2	Climate, Vegetation, and Resources

Unit	Title
3	Industry, Transportation, and Population

Contained within this framework is a regional breakdown of the United States. For example, chapter 10 studies climate by looking at the individual climates of the Pacific, Rocky Mountain, South Central, and Southeast regions of the United States.

Observations

The topical organization of the textbook is appealing, but the individual chapters are simply regional geographies of the United States. This creates a simple, readable, and easy to follow textbook at the expense of more sophisticated geographic content.

In addition to the limited content, the textbook's chapter reviews provide few skills or mapping activities. Also, no color is used in the textbook. In a special education classroom, this lack of hands-on activities and visual aesthetics might discourage students from a serious pursuit of topics in geography.

Evaluation Matrix

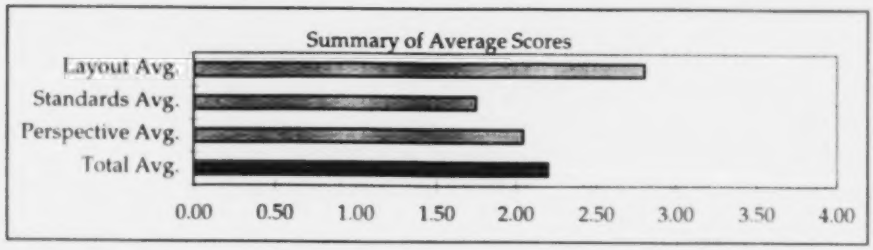
Fearon's United States Geography

Globe Fearon

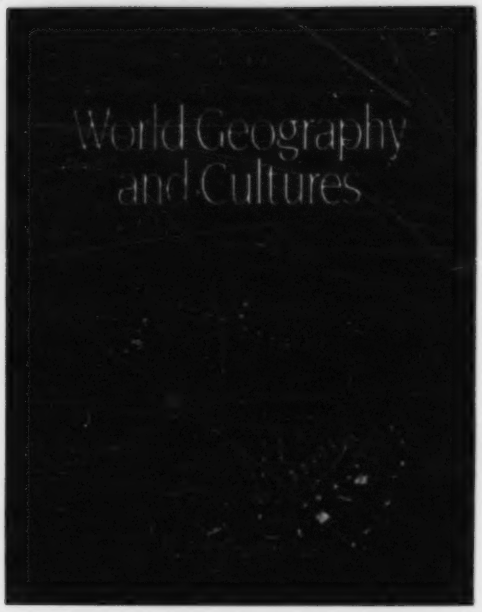
Format Criteria *	Key Words	Each Box Represents One Reviewer's Score 1	2	3	4	Avg. Score
1	Chapter objectives	■			■■	3.00
2	Chapter summaries			■	■■	3.67
3	Reviews are high level		■■	■		2.33
4	Student ability		■■	■		2.33
5	Table of contents and index			■■	■	3.33
6	Glossaries			■■	■	3.33
7	Illustrations and maps	■	■■			1.67
				Section Avg.		2.81

Content Criteria *	Key Words	Range of Scores 1	2	3	4	Avg.
8	The world in spatial terms	■■	■			1.33
9	Places and regions	■	■■			1.67
10	Physical systems		■	■	■	3.00
11	Human systems	■	■■			1.67
12	Environment and society	■	■■			1.67
13	The uses of geography	■	■■			1.67
14	The five skills	■	■■			1.67
15	Thematic maps	■■	■			1.33
				Section Avg.		1.75

Perspective Criteria *	Key Words	Range of Scores 1	2	3	4	Avg.
16	Culturally varied perspective		■■■			2.00
17	Cultural balance	■■	■			1.33
18	Gender issues	■■	■			1.33
19	Environmental issues		■■	■		2.33
20	Regional balance			■	■■	3.67
21	Class structure balance		■■■			2.00
22	Real world situations	■	■■			1.67
				Section Avg.		2.05



* The evaluation criteria are listed in detail in Tables 1, 2, and 3 on pages 2, 3, and 4.



Fearon's
World Geography and Cultures

✧

Category: Special Education
Globe Fearon
1-800-848-9500
Robin E. Kelly
$29.95 per copy

Synopsis

This textbook is part of Globe Fearon's Pacemaker Curriculum intended for less able students who have been placed in special education programs. The textbook takes a world regional approach to geography. Unit 1 is 42 pages in length and serves as an introduction to geography using three chapters, "The Five Themes of Geography," "Physical Geography," and "Human Geography." The next nine units are 494 pages and concentrate on different world regions.

Unit	Title
1	What is Geography
2	The United States and Canada
3	Latin America
4	Africa south of the Sahara
5	North Africa and the Middle East

Unit	Title
6	Western Europe
7	Russia and Eastern Europe
8	Central and East Asia
9	South and Southeast Asia
10	The South Pacific

Each regional unit is divided into chapters that study the sub-regions found in the larger regional unit. Special features in the textbook include "Coming Home," "Celebrations," "Geographer's Tool Kit," and "Spotlight On" sections.

Observations

The textbook is balanced in that it presents a wide variety of cultural characteristics, but little systematic content is included in the text. The lack of opportunity for students to work with serious issues or ideas led to an average content score of 1.83. This is perhaps a result of its more basic focus for students with special needs.

The textbook lacks skill-building and hands-on activities. The chapter review questions have no higher-order thinking skills and no multilevel questions. Few maps are integrated into the text or the activities, and the textbook has no color. The lack of content, visual aesthetics, and hands-on activities might discourage students who desire a more comprehensive approach to geography.

Evaluation Matrix

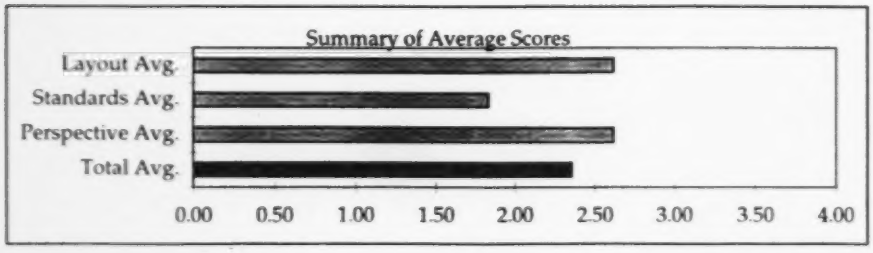
Fearon's World Geography and Cultures

Globe Fearon

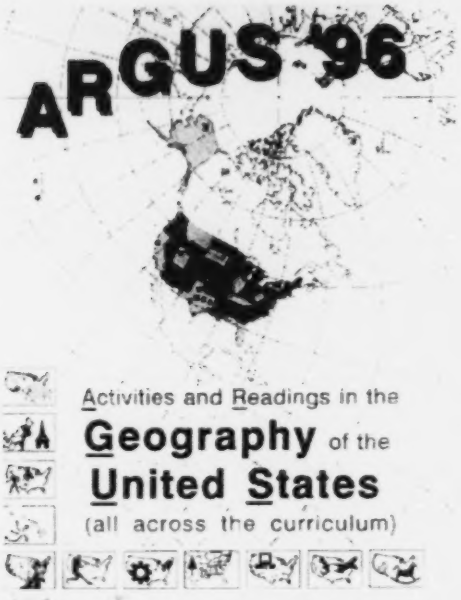
Format Criteria *	Key Words	Each Box Represents One Reviewer's Score 1	2	3	4	Avg. Score
1	Chapter objectives			■■	■	3.33
2	Chapter summaries			■■	■	3.33
3	Reviews are high level	■■	■			1.33
4	Student ability		■■■			2.00
5	Table of contents and index			■■	■	3.33
6	Glossaries			■	■■	3.67
7	Illustrations and maps	■■	■			1.33
					Section Avg.	2.62

Content Criteria *	Key Words	Range of Scores 1	2	3	4	Avg.
8	The world in spatial terms	■■	■			1.33
9	Places and regions		■■■			2.00
10	Physical systems		■■	■		2.33
11	Human systems		■■	■		2.33
12	Environment and society		■■■			2.00
13	The uses of geography		■	■■		2.67
14	The five skills	■■■				1.00
15	Thematic maps	■■■				1.00
				Section Avg.		1.83

Perspective Criteria *	Key Words	Range of Scores 1	2	3	4	Avg.
16	Culturally varied perspective			■	■■	3.67
17	Cultural balance		■	■	■	3.00
18	Gender issues	■	■■			1.67
19	Environmental issues	■■	■			1.33
20	Regional balance			■	■■	3.67
21	Class structure balance		■■■			2.00
22	Real world situations			■■■		3.00
					Section Avg.	2.62



* The evaluation criteria are listed in detail in Tables 1, 2, and 3 on pages 2, 3, and 4.



Activities and Readings in the Geography of the United States (ARGUS)

✧

Category: Non-Traditional

Association of American Geographers
1-202-234-1450
Philip Gersmehl
$45.00 per copy

Synopsis

ARGUS balances a systematic and regional approach to geography. The ARGUS materials include a series of student activities, a teacher's guide, transparency masters, and additional readings organized into a cohesive instructional package. The student activities are arranged into units on population geography, economic geography, political geography, and environmental geography. These four topics are presented using 26 case studies.

Observations

ARGUS combines an in-depth, systematic approach to geography with the study of a specific place or region of the United States. The teacher can sequence the case studies in any order to match his or her specific curriculum, and the case studies are designed to take several class periods to complete. This gives teachers the flexibility to take the time needed to guide students in collecting, analyzing, and representing geographical information.

Having students work with geographic information is the strength of ARGUS. The case studies stress doing geography as much as learning geography. The hands-on activities help to promote higher-level thinking skills by requiring students to synthesize data and draw conclusions.

ARGUS would make an excellent all-in-one resource for a United States geography classroom. The flexibility of the case studies would also make ARGUS an excellent supplement to an existing curriculum at all grade levels. Additionally, many of the lessons could be easily reconstructed to go beyond the United States so that they could be used to supplement a world geography course.

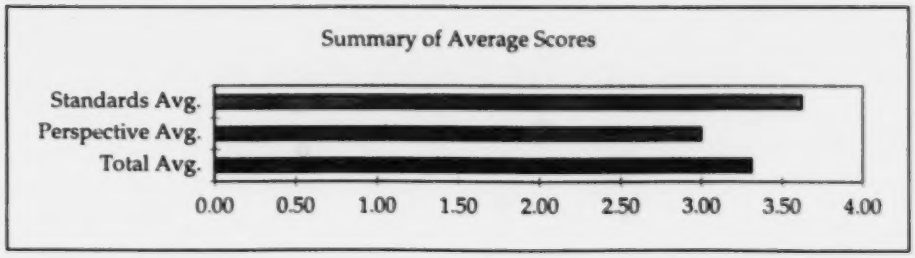
Evaluation Matrix

Activities and Readings in the Geography of the US (ARGUS)

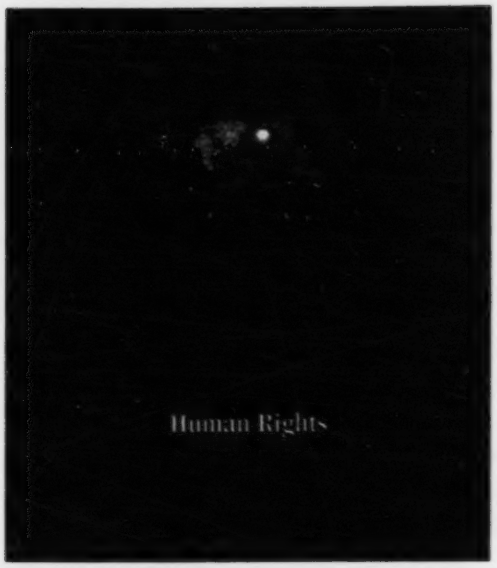
Association of American Geographers

Content Criteria *	Key Words	Each Box Represents One Reviewer's Score 1	2	3	4	Avg. Score
8	The world in spatial terms				■■■	4.00
9	Places and regions			■	■■	3.67
10	Physical systems		■■	■		2.33
11	Human systems			■	■■	3.67
12	Environment and society			■	■■	3.67
13	The uses of geography			■	■■	3.67
14	The five skills				■■■	4.00
15	Thematic maps				■■■	4.00
					Section Avg.	3.63

Perspective Criteria *	Key Words	Range of Scores 1	2	3	4	Avg.
16	Culturally varied perspective			■■■		3.00
17	Cultural balance		■■	■		2.33
28	Gender issues		■■■			2.00
19	Environmental issues			■■	■	3.33
20	Regional balance			■■	■	3.33
21	Class structure balance			■■■		3.00
22	Real world situations				■■■	4.00
					Section Avg.	3.00



* The evaluation criteria are listed in detail in Tables 2 and 3 on pages 3 and 4. The format criteria were not evaluated for this textbook because of its non-traditional format.



Britannica Global Geography System (BGGS)

Category: Non-Traditional
Encyclopedia Britannica
A. David Hill,
James M. Dunn,
and Phil Klein
1-800-555-9862
$27.14 per copy

(This price quote assumes the purchase of 12 modules and 2 multimedia packages to be used by two teachers with 330 students.)

Synopsis

"BGGS is the Britannica Global Geography System, a modular electronic learning system which combines the latest pedagogical approach [Inquiry] to geography learning with interactive multi-media materials enabling students and teachers to immerse themselves in exciting geographic investigations" (Hill, Dunn, and Klein 1995, Overview). BGGS, formerly known as GIGI, Geographic Inquiry into Global Issues, consists of 20 inquiry-driven modules. They combine a systematic approach to geography with studies of a country or region that exemplify the topic of the module. Each module studies one of the following topics: population and resources, religious conflict, sustainable agriculture, human rights, global economy, natural hazards, diversity and nationalism, environmental pollution, population growth, political change, global climate change, interdependence, oil and society, hunger, building new nations, infant and child mortality, urban growth, development, regional integration, and waste management.

Observations

Most textbooks only minimally suggest learning activities. BGGS is an alternative to this model by *being* a series of learning activities. Where traditional geography textbooks show a map of population density and ask what countries suffer from over population, BGGS probes deeper to ask how population growth affects resource availability. It is through this inquiry as a means of discovery that BGGS gains its strength.

Each inquiry module is designed to be taught over a two- or three-week period, and the teacher may choose how to sequence the topics. This provides flexibility in terms of the depth of inquiry and time spent on each unit of study. Also, BGGS involves teachers as active participants in the learning process. Teachers are provided a list of additional reading resources to expand their knowledge base.

Teachers who are not adequately prepared to teach using an inquiry approach may have difficulty managing BGGS in the classroom. "GIGI may be the least teacher-proof geography materials available—they will not work as designed without good teachers guiding students in their use" (Hill 1995, 42). Teacher expertise would be particularly necessary when comparing world regions. Each BGGS module focuses on one issue in one region, and the opportunity for students to develop a sense of world patterns is secondary in importance. To develop a deep sense of world patterns, the teacher must bring added knowledge and expertise to the classroom.

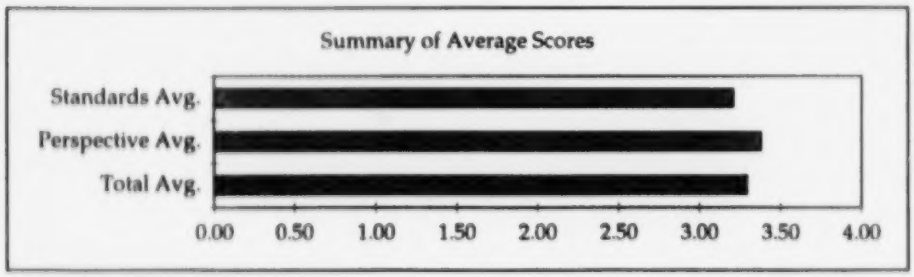
Evaluation Matrix

Britannica Global Geography System

Encyclopedia Britannica

Content Criteria *	Key Words	Each Box Represents One Reviewer's Score 1	2	3	4	Avg. Score
8	The world in spatial terms			■■	■	3.33
9	Places and regions			■	■■	3.67
10	Physical systems		■■	■		2.33
11	Human systems		■	■	■	3.00
12	Environment and society				■■■	4.00
13	The uses of geography		■	■	■	3.00
14	The five skills		■	■	■	3.00
15	Thematic maps			■■	■	3.33
				Section Avg.		3.21

Perspective Criteria *	Key Words	Range of Scores 1	2	3	4	Avg.
16	Culturally varied perspective			■	■■	3.67
17	Cultural balance		■■	■		2.33
28	Gender issues		■	■■		2.67
19	Environmental issues				■■■	4.00
20	Regional balance		■	■■		3.33
21	Class structure balance				■■■	4.00
22	Real world situations			■	■■	3.67
				Section Avg.		3.38



* The evaluation criteria are listed in detail in Tables 2 and 3 on pages 3 and 4. The format criteria were not evaluated for this textbook because of its non-traditional format.

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NOTES

Resources in Geographic Education

GUIDELINES FOR GEOGRAPHIC EDUCATION; ELEMENTARY AND SECONDARY SCHOOLS (1984) $3.00

K-6 GEOGRAPHY: THEMES, KEY IDEAS, LEARNING OPPORTUNITIES (1987)* $6.00

7-12 GEOGRAPHY: THEMES, KEY IDEAS LEARNING OPPORTUNITIES (1989)* $6.00

EARTH AT RISK: INSTRUCTIONAL MATERIALS ON THE SUSTAINABLE DEVELOPMENT AND MANAGEMENT OF THE ENVIRONMENT (1991) $5.00

GEOGRAPHY FOR LIFE: NATIONAL GEOGRAPHY STANDARDS EXECUTIVE SUMMARY (1994) $5.00

GEOGRAPHY FOR LIFE: NATIONAL GEOGRAPHY STANDARDS (1994) $7.00

SPACES AND PLACES: A MANUAL FOR GEOGRAPHY TEACHERS (1995)* $9.95

KEY TO THE NATIONAL GEOGRAPHY STANDARDS (1995) $3.00

GEOGRAPHY TEXTBOOK ASSESSMENT FOR MIDDLE AND HIGH SCHOOL EDUCATORS (1997) $5.00

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